



## The Leys Primary and Nursery School Long term Plan 2018-2019

Year 4	Autumn 1 8 weeks				Links to local community				Autumn 2 7 weeks				CLASS TRIP Link to R.E.		NA		
Dates	4/9	10/9	17/9	24/9	1/10	8/10	15/10	22/10	5/11	12/11	19/11	26/11	3/12	10/12	17/12		
Whole School Events	I'm a star fortnight				No Pens Day 3 Oct Spelling Fortnight	Harvest Week /Performances				Anti bullying week <b>Choose respect</b>			3 Dec School closed Enterprise Week				
TOPIC THEME/s	<b>Inspirational person: David Attenborough</b>  <span style="color: blue;">River Deep Mountain High</span>  <span style="color: blue;">Middle- Water Cycle plate- with pulleys</span>								<b>Inspirational person: Dr Ananda Kumar - saving elephants and the rainforest in India</b>  <span style="color: blue;">Mowgli's Magnificent Maze</span> <span style="color: blue;">Starter-The Jungle Book Movie-DVD</span>								
	Weeks 1-2		Weeks 3-4		Weeks 5-6		Week 7/8		Weeks 1-2		Weeks 3-4		Weeks 5-6/7				
MATHS	Recap of year 3 objectives.		Place value- Rounding and Estimating.		Addition and subtraction.		Counting in multiples  Multiplication		Factor pairs.  Scaling and correspondence.		Problem solving -Multiplying and dividing by 10/100		Measures/ conversions of units.				
LITERACY Genre	Weeks 1-2 <i>Report writing – plan, write and edit and improve report about themselves</i>		<b>Take one book: Mufaro's Beautiful Daughters</b>  <u>Story with a Theme</u>  <span style="color: green;">Grammar focus:</span> <b>-Fronted adverbials</b> <b>-Prepositions</b> <b>-ENP</b> <b>-Pronouns</b> <b>-Nouns</b>		<u>Explanation report</u> Rivers and Mountains  <span style="color: green;">Grammar focus:</span> <b>-ENP</b> <b>-Punctuation- ?</b> <b>-Adverbials</b> <b>-Paragraphs</b> <b>-verbs</b> <b>-Noun phrases</b> <b>-Subordinate clauses/relative clauses</b>				<u>Story setting-Character Description-</u> Mowgli and the Jungle Book (youtube)  <span style="color: green;">Grammar focus:</span> <b>-Apostrophes- to make plural possession</b> <b>-Correct tense</b> <b>-Paragraphs</b> <b>-verbs</b> <b>-Subordinate clauses</b> <b>-Direct speech</b>		Persuasive Report (HFL)-  <span style="color: green;">Grammar focus:</span> <b>-paragraphs</b> <b>-fronted adverbials</b> <b>-Noun phrases</b> <b>-Pronoun and noun choice</b>		Poetry -Haiku				



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	-verbs					
<b>SCIENCE</b>	<b>Scientist: John Snow- Invented a new way of dealing with waste and clean water (1854)</b>  <i>Focus: States of Matter- Water cycle</i> <b>Child led investigation: Create own evaporation experiment</b>		<b>Scientist: Jane Goodall - primate conservationist</b>  <i>Focus: Living Things and their Habitats (food chains)</i> <b>Child led investigation: Invertebrate hunt and interpreting results</b>			
<b>Computing</b>	<b>E-SAFETY</b> <b>HFL-LO:</b> <i>Has discussed e-safety in class and aware of how to keep themselves safe, and who to report their concerns to. Knows that anyone can author on the Internet and sometimes authors on the Internet can produce content which is offensive, rude and upsetting and to follow school rules if anything is found.</i>	<b>Chromebook introduction and programmes</b>  <b>HFL-LO:</b> <b>USING TECHNOLOGY</b> <i>Can develop my typing speed and accuracy to develop competency in typing</i>  <i>Can make choices about when to use technology and which piece(s) of technology to use.</i>	<b>HFL-LO:</b> <b>USING THE INTERNET</b> <i>Can draw information from a question to develop keywords to find relevant information e.g. What did Romans eat?</i>  <i>Can understand the dynamics of a search engine and know that there are different search engines.</i>  <i>Can skim read and sift information to check its relevance and modify a search.</i>  <i>Understands that information needs to be appropriate for the audience.</i>  <i>Knows that anyone can author on the Internet and sometimes authors on the Internet can produce content which is offensive, rude and upsetting and to follow school rules if anything is found.</i> <b>USING DATA</b> <i>Can use spreadsheets to create graphs and present data in different ways.</i>	<b>HFL-LO:</b> <b>USING DATA</b> <i>Can use spreadsheets to create graphs and present data in different ways.</i>  <i>Can design and create a basic database, including using basic data validation.</i>  <i>Can use a database to answer questions by constructing queries.</i>	<b>Using DATA continued</b>  <b>HFL-LO:</b> <i>Can use templates on a computer to create a game, which can be controlled by external inputs, changing parameters and algorithms and investigating the effect this has on the response.</i>	<b>HFL-LO:</b> <b>COMMUNICATING and COLLABORATING ONLINE</b> <i>Can use the web 2.0 tools to work collaboratively on a project (e.g. sharing data, creating a story).</i>  <i>Knows how emails work and can send an email.</i>
<b>History</b>	N/A		N/A			
<b>Geography</b>	Study of UK landscape focusing in Mountains and Rivers.  <b><u>GEOGRAPHICAL SKILLS and FIELDWORK</u></b> <b><u>LOCATIONAL KNOWLEDGE</u></b> <i>Name and locate countries and cities of the United Kingdom, geographical regions and their physical and human characteristics, topographical features, land-use patterns and how some of these aspects have changed over time.</i> <b><u>PHYSICAL GEOGRAPHY</u></b>		Beginning to describe and compare features of different locations and offer explanations for the locations of some of those features. Comparison of India to UK/ Egypt Indian Landscape- Himalaya's  <b><u>GEOGRAPHICAL SKILLS and FIELDWORK</u></b> <i>Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.</i>  <b><u>PHYSICAL GEOGRAPHY</u></b>			



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	<p>Describe and understand the key aspects of rivers and the water cycle</p> <p><b><u>Human Geography</u></b> Describe and understand the distribution of natural resources- Water Cycle</p> <p><b><u>GEOGRAPHICAL SKILLS and FIELDWORK</u></b> Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.</p>			<p>Describe and understand the key aspects of rivers and the water cycle</p> <p><b><u>GEOGRAPHICAL SKILLS and FIELDWORK</u></b> <b><u>LOCATIONAL KNOWLEDGE</u></b> Name and locate countries and cities of the United Kingdom, geographical regions and their physical and human characteristics, topographical features, land-use patterns and how some of these aspects have changed over time.</p>		
<b>FRENCH</b>	<p><i>Greetings and feelings</i></p>	<p>Listens attentively to spoken language and shows understanding by joining in.</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>Numbers 1-100</p>	<p>Developing accurate pronunciation so others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Appreciates stories, songs, poems and rhymes in the language.</p>
<b>ART and DESIGN</b>	<p>N/A</p>			<p><b><i>ART Mountain and River Pictures/ Oil Pastels</i></b></p> <p><b><i>HFL LO:</i></b> <i>Produces creative work, exploring their ideas and recording their experiences. Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques.</i></p> <p><i>Evaluates and analyses creative works using the language of art, craft and design.</i></p> <p><i>Knows about great artists, craft makers and designers, and understands the historical and cultural development of their art forms.</i> <b>Artist link- John Patchett</b></p>		
<b>DESIGN and TECHNOLOGY</b>	<p>DT-create a water cycle plate choosing a variety of materials and making a pulley system.</p> <p><b><i>HFL LO:</i></b> <b><i>TECHNICAL KNOWLEDGE</i></b> <i>Understands and uses mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages.)</i></p>			<p>N/A</p>		
<b>MUSIC</b>	<p>Pitch and notation Revision of treble clef notation Lots of games to help learn this Playing on pitched percussion instruments Reading and writing pitch</p>			<p>Widening the repertoire of songs (poss linked to class topic) Games to reinforce pulse and rhythm patterns Christmas songs</p>		
<b>R.E.</b>	<p>Hinduism</p>			<p>Hinduism</p>		



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	<p><b>HFL LO:</b> <b>SOURCES OF WISDOM</b> <i>Shows awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts and develops an understanding of the impact these things can have on the life of a believer.</i></p> <p><b>IDENTITY AND BELONGING</b> <i>Shows an understanding of some of the challenges individuals face when belonging to a faith community, demonstrates how it may help them and explores how some religious people are guided by their religious leaders.</i></p> <p><b>SYMBOLS AND ACTIONS</b> <i>Explains how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers and describes some similarities in how different communities communicate.</i></p>	<p><b>HFL LO:</b> <b>BELIEFS AND PRACTICES</b> Describes, makes connections and reflects on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</p> <p><b>JUSTICE AND FAIRNESS</b> Considers and discusses questions on matters that are important in the world including choices about what is right and what is wrong.</p> <p><b>PRAYER, WORSHIP AND REFLECTIONS</b> <i>Describes why and where worshippers connection to prayer and worship and participates in periods of stillness and quiet thought and, where appropriate, expresses personal reflections.</i></p>
<b>P.E.</b>	<p>Football and tag rugby Swimming</p>	<p>Basketball and Netball Swimming</p>
<b>PSHE</b>	<p><b>Positive Mental Health - role play</b> <b>HFL LO:</b> <b>IT'S OUR WORLD</b> <i>To devise a class charter</i> <i>To understand how laws are made</i> <i>To know ways of saving energy</i> <i>To develop awareness of climate change</i></p>	<p><b>SAY NO!</b> <b>HFL LO:</b> To appreciate the ranges of risks we might take To know what legal and illegal drugs are To know the effects and risks of smoking To know the effects and risks of alcohol To know how to keep safe in my local area (gangs) To develop strategies to prevent bullying (anti bullying week)</p>
<b>Reflect Ed</b>		



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<b>Year 4</b>	<b>Spring 1 6 weeks</b>			Links to local community Year 4 assembly TBC			<b>Spring 2 6 weeks</b>					CLASS TRIP Link to R.E.		<i>Bhaktivedanta Hindu Manor</i>		
<b>Dates</b>	8/1	14/1	21/1	28/1	4/2	11/2			25/2	4/3	11/3	18/3	25/3	1/4		
<b>Whole School Events</b>			Science Week							World Book Day						
<b>TOPIC THEME/s</b>	Inspirational person: King Arthur  Quest for Camelot Super Starter- Dress up King Arthur Day							Inspirational person: Erik the Red  Viking Invasions								
	<b>Weeks 1-2</b>		<b>Weeks 3-4</b>		<b>Weeks 5-6</b>				<b>Weeks 1-2</b>		<b>Weeks 3-4</b>		<b>Weeks 5-6/7</b>			
<b>MATHS</b>	Week 1- Discrete and continuous data. Week 2- Perimeter/Area		Properties of shape.  Symmetry		Decimal numbers- calculating decimals.				Measure- Money  Problem solving involving decimals to 2 decimals places.		Fractions		Multiplying and dividing three-digit numbers by a one digit number.			
<b>LITERACY Genre</b>	<u>Retell the story/plan own traditional story of</u>		<u>Non-Chronological report in Anglo-Saxons</u>		<u>Formal letter-To Hindu Manor</u>  <i>Grammar focus:</i>				<b>Take one book:</b> Arthur and the Golden Rope		<u>Non-Chronological report on Vikings</u>		<u>Poetry: Kennings</u>			



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	<p><i>The Sword and the Stone</i></p> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>-Fronted adverbials</li> <li>-Prepositions</li> <li>-ENP</li> <li>-Pronouns</li> <li>-Nouns</li> <li>-verbs</li> <li>-Direct speech</li> </ul>	<p>Notes from several sources</p> <p><b>-ENP</b></p> <p><b>-Punctuation- ?</b></p> <p><b>-Adverbials</b></p> <p><b>-Paragraph Grammar focus:s</b></p> <p><b>-verbs</b></p> <p><b>-Noun phrases</b></p> <p><b>-Subordinate clauses/relative clauses</b></p>	<p>-Fronted adverbials, -Subordinate clauses, standard English,</p>	<p><u>Narrative –</u> <u>Based on Take one Book</u> Sympathy and dislike Structure, End, build up, conflict, resolution</p> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>-Descriptive language</li> <li>-Speech</li> <li>-Punctuation</li> <li>-Sub ordinate clauses</li> <li>-Paragraphs</li> </ul>	<p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>-Paragraphs/ subheadings</li> <li>-Pronouns</li> <li>-Formal language</li> <li>-Conjunctions</li> </ul>	<p><u>Informal writing- Day in the life of a Viking (written in first person)</u></p> <p><b>Grammar focus:</b></p> <ul style="list-style-type: none"> <li>-Tenses</li> <li>-Informal language</li> <li>-Punctuation</li> </ul>
<p><b>SCIENCE</b></p>	<p><b>Scientist: Gillian McKeith - nutritionist</b> (continue with Living things and their habitats) <i>Digestive System</i> <b>Child led investigation: Create own digestive system test</b></p>			<p><b>Scientist: Mary Anning - fossil hunter who discovered dinosaur teeth</b> <i>Digestive System and Teeth</i> <b>Child led investigation: Test the strength of your teeth- choose own ingredients to leave a boiled egg in for a week.</b></p>		
<p><b>Computing</b></p>	<p><b>HFL LO:</b> <b>MODELLING and SIMULATIONS</b> Understands that ICT allows for situations to be modelled (simulations).</p> <p>Can create basic stop motion animations.</p>	<p>Can use software to model 3D objects made up of cuboids.</p>	<p><b>MODELLING and SIMULATIONS</b> Continued</p>	<p><b>HFL LO:</b> <b>PROGRAMMING and CONTROL</b> Understands how computer and technology works and how computers process instructions and commands.</p>	<p><b>HFL LO:</b> Can use templates on a computer to create a game, which can be controlled by external inputs, changing parameters and algorithms and investigating the effect this has on the response.</p>	<p><b>PROGRAMMING and CONTROL</b> Continued</p>
<p><b>History</b></p>	<p><b>Anglo Saxons</b> <b>HFL LO:</b> <b>KNOWLEDGE AND UNDERSTANDING OF HISTORY</b> Develop an understanding of Britain's settlement by Anglo-Saxons and Scots</p> <p>Understand the Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>			<p><b>Vikings</b> <b>HFL LO:</b> Understand the Viking struggle for the Kingdom of England to the time of Edward the Confessor Develop knowledge of local History linked to one of the areas of study above.</p> <p><b>HISTORICAL SKILLS</b></p>		



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	<p><i>Develop knowledge of local History linked to one of the areas of study above.</i></p> <p><b>HISTORICAL SKILLS</b>  <i>To develop an understanding of chronology            Regularly address and sometimes devise historically valid questions.            To make connections between a historical period and present day            Use and understand a variety of historical sources            To note contrast and trends over time.</i></p>			<p><i>To develop an understanding of chronology            Regularly address and sometimes devise historically valid questions.            To make connections between a historical period and present day            Use and understand a variety of historical sources            To note contrast and trends over time.</i></p>		
<b>Geography</b>	NA			NA		
<b>FRENCH</b>	<i>Colours and animals</i>			Months of the year and days of the week.		
<b>ART and DESIGN</b>	<p><b>Charcoal artwork -Based on Anglo Saxon attack</b>  <i>Produces creative work, exploring their ideas and recording their experiences.            Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques.            Evaluates and analyses creative works using the language of art, craft and design.</i></p>					
<b>DESIGN and TECHNOLOGY</b>				<p>Boat making- Viking style  <b>TECHNICAL KNOWLEDGE</b>  <i>Understands and uses mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages.)</i></p>		
<b>MUSIC</b>	<p>Partner songs and rounds            Learning to maintain own part whilst others sing something else. Improving accuracy in singing            Playing instrumental parts to accompany singing            Composition using            Pentatonic scale</p>			<p>Rhythm and notation            Revision of crotchet and pair of quavers            Learning minim semibreve and their rests. Also semiquavers.            Rhythm battle game            Using Kodaly notation and rhythm names, reading rhythms            Composing with word rhythms, working in pairs            Performing to the class            Record, listen back and evaluate</p>		
<b>R.E.</b>	<p><b><u>Hinduism</u></b></p> <p><b>SOURCES OF WISDOM</b>  <i>Shows awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts and develops an understanding of the impact these things can have on the life of a believer.</i></p> <p><b>BELIEFS AND PRACTICES</b>  <i>Describes, makes connections and reflects on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</i></p>			<p><b><u>Judaism</u></b></p> <p><b>SOURCES OF WISDOM</b>  <i>Shows awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts and develops an understanding of the impact these things can have on the life of a believer.</i></p> <p><b>IDENTITY AND BELONGING</b>  <i>Shows an understanding of some of the challenges individuals face when belonging to a faith community, demonstrates how it may help them and explores how some religious people are guided by their religious leaders.</i></p>		



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		<b>SYMBOLS AND ACTIONS</b> <i>Explains how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers and describes some similarities in how different communities communicate.</i>
<b>P.E.</b>	Gymnastics Swimming	Dance Swimming
<b>PSHE</b>	<b>HFL LO:</b> <b>MONEY MATTERS</b> <i>To be able to keep track of personal money</i> <i>To know how to pay for goods</i> <i>To know what makes up family expenses</i> <i>To know how to plan and budget</i> <i>To understand what a charity does</i> <i>To set a simple goal: fundraising for a charity</i>	<b>HFL LO:</b> <b>WHO LIKES CHOCOLATE?</b> To understand what the real cost of chocolate can be To understand the principles of fair trade To understand the potential influence of consumer power To understand how the media presents information To understand that advertising can influence what we buy To recognise and challenge stereotypes
<b>Reflect Ed</b>		

Year 4	Summer 1 5 weeks					Links to local community					Summer 2 8 weeks					CLASS TRIP Link to R.E.			Wymondley Wood Residential	
	<b>Dates</b>	24/4	29/4	6/5	13/5	20/5									4/6	10/6	17/6	26/6	1/7	8/7
<b>Whole School Events</b>			KS1 SATs start	KS2 SATs Week	<b>Healthy Living/Walk to School Week</b>									<b>Maths Week</b>	<b>Y1 Phonics</b>			MUSIC WEEK		<b>French Day 14 July</b>
<b>TOPIC THEME/s</b>	Inspirational person: James Cook- Explorer who discovered Australasia  <b>Crazy Cartography</b>										Inspirational person: Howard Carter who discovered Tutankhamun in 1922  <b>Pharaohs and Pyramids</b> <b>Ancient Egyptians</b>									



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	Weeks 1-2	Weeks 3-4	Weeks 5		Weeks 1-2	Weeks 3-4	Weeks 5-6/7
<b>MATHS</b>	Week 1 and 2- Time	Week 3- Statistics/ Negative numbers.  Week 4- Geometry- Angles/Properties of triangles	Week 5-Coordinates and translation/ Position and direction.		Recap- Multiplication and division.	Recap- Fractions	Recap- Problem solving  Roman Numerals
<b>LITERACY</b> Genre	<b>Take one book:</b> <b>Kensuke's</b> <b>Kingdom-Michael</b> <b>Morpugo</b> <i>Setting and</i> <i>character</i> <i>descriptions:</i> <b>Grammar focus:</b> -Figurative language -Conjunctions -fronted adverbials	<i>Informal story</i> <i>writing- first person</i> <i>What would you do</i> <i>if you were stranded</i> <i>on an island?</i>  <b>Grammar focus:</b> -Paragraphs	<i>Persuasive adverts</i>  <b>Grammar focus:</b> persuasive language Punctuation		<i>Persuasive writing: Debate:</i> <i>For and Against</i>  <b>Grammar focus:</b> -Conjunctions -Persuasive language -Rhetorical questions	<i>Story Narrative</i> <i>-Fiction</i> <i>Super Hero</i>  <b>Grammar focus:</b> -Figurative language -Cohesion	<i>Playscript:</i> <i>Ancient Egyptians mystery</i>  <i>Poetry</i> -Poetry slam
<b>SCIENCE</b>	<b>Scientist:</b> Benjamin Franklin who discovered Positive and negative electrical charges, and that lightning is a form of electricity <b>Electricity unit</b> <b>Child led investigation: Think of a way to test inductors and conductors and choose from a range of materials</b>				<b>Scientist:</b> Thomas Edison- invented sound recorder along with many other devices <b>Sound unit</b> <b>Child led investigation: Children investigate how effective 5 different materials are at blocking sound. Recognising the difficulty of accurately measuring the loudness of a sound, they make each measurement 3 times and choose the median. Children use their results to create a bar chart and place the materials in order of effectiveness as sound insulators</b>		
<b>Computing</b>	<i>Can understand the purpose of a range of different technology.</i>	<i>Can record video using a range of devices and for a range of purposes.</i> <i>Can edit video, applying</i>	<i>Can take photographs taking into account the audience and/or purpose for the image.</i>		<b>CREATING and PUBLISHING</b> Can create a website including links, images and	<b>CREATING and PUBLISHING</b> Can create a website including links, images and embedded media and documents.	<b>CREATING and PUBLISHING</b>  Continued



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	<b>DIGITAL MEDIA</b> <i>Can record sound using ICT that can be stored and played back.</i> <i>Can sequence sound samples.</i>	<i>basic effects and transitions.</i>  <i>Use tools 2.0 (Youtube)</i>	<i>Can create images and apply effects to these images.</i>	embedded media and documents.		
<b>History</b>	N/A			<b>HISTORICAL SKILLS (-Study of Ancient Egyptians )</b> To develop an understanding of chronology  To make connections between a historical period and present day  Regularly address and sometimes devise historically valid questions.  To note contrast and trends over time.  Use and understand a variety of historical sources		
<b>Geography</b>	<b>GEOGRAPHICAL SKILLS and FIELDWORK -Cartography</b> <i>Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.</i>  <i>Use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including OS maps) to build knowledge of UK and wider world</i>  <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods inc. sketch maps, plans, graphs and digital technologies</i>					
<b>FRENCH</b>	<i>Songs and simple phrases</i>	Reads carefully and shows understanding of phrases and simple writing.	Developing accurate pronunciation so others understand when they are reading aloud or using familiar words and phrases.	Weather- basic sentences	Asks and answers questions, express opinions and respond to those of others	Describes people, place, things and actions orally and in writing.
<b>ART and DESIGN</b>	<b>Follow an artists -</b>  <b>Knows about great artists, craft makers and designers, and understands the historical and cultural development of their art forms.</b>  <b>Becoming proficient in drawing, painting, sculpture and other art, craft and design techniques.</b>			N/A		
<b>DESIGN and TECHNOLOGY</b>	N/A			Ancient Egyptians- Canopic Jar making with mod rock		



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		<p><b>DESIGN</b> Uses research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p><b>MAKE</b> Selects from and use a wider range of tools and equipment to perform practical tasks (for example, cutting shaping, joining and finishing) accurately.</p> <p><b>EVALUATE</b> Evaluates their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
<b>MUSIC</b>	<p>Improvising with rhythm Building confidence Learning about the instruments of the orchestra - 4 families Listening Recognising sounds of instruments Discuss the time and place and purpose piece was written</p>	<p>Composition In groups make up music based on a repeated rhythm pattern (ostinato) Writing rhythms</p> <p>Widening the repertoire of songs (linked to class topic if possible) Playing instruments to accompany songs Revision of all learnt this year</p>
<b>R.E.</b>	<p><i>Judaism</i> <b>HFL LO:</b> <b>BELIEFS AND PRACTICES</b> Describes, makes connections and reflects on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</p> <p><b>JUSTICE AND FAIRNESS</b> Considers and discusses questions on matters that are important in the world including choices about what is right and what is wrong.</p> <p><b>PRAYER, WORSHIP AND REFLECTIONS</b> <i>Describes why and where worshippers connection to prayer and worship and participates in periods of stillness and quiet thought and, where appropriate, expresses personal reflections.</i></p>	<p>Judaism <b>HFL LO:</b> <b>SOURCES OF WISDOM</b> <i>Shows awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts and develops an understanding of the impact these things can have on the life of a believer.</i></p> <p><b>BELIEFS AND PRACTICES</b> <i>Describes, makes connections and reflects on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</i></p>
<b>P.E.</b>	<p><i>Athletics</i> <i>Swimming</i></p>	<p>Rounders/ cricket <i>Swimming</i></p>
<b>PSHE</b>	<p><b>PEOPLE AROUND US</b> <b>HFL LO:</b> <i>To recognise there are similarities and differences between people</i> <i>To explore how we are all connected</i> <i>To understand how to work cooperatively</i> <i>To recognise and challenge prejudice</i></p>	<p><b>GROWING UP</b> <b>HFL LO:</b> To explore the human life cycle To share my wishes, hopes and dreams To embrace positive change To recognise and deal with unwelcome change</p>



## The Leys Primary and Nursery School Long term Plan 2018-2019

	<i>To explore gender stereotypes</i> <i>To identify different jobs and careers in society</i>	
<b>Reflect Ed</b>		